

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12AR4

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Ms. Theresa Ketcher

Official School Name: Forest Park Elementary School

School Mailing Address: 1600 North Tyler Street
Little Rock, AR 72201-1306

County: Pulaski State School Code Number*: 6001024

Telephone: (501) 447-4500 E-mail: theresa.ketcher@lrzd.org

Fax: (501) 447-4501 Web site/URL: www.lrsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Morris Holmes Superintendent e-mail: Morris.Holmes@lrzd.org

District Name: Little Rock School District District Phone: (501) 447-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Meleanie Fox

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12AR4

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12AR4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 34 Elementary schools (includes K-8)
 (per district designation): 6 Middle/Junior high schools
5 High schools
0 K-12 schools
45 Total schools in district
2. District per-pupil expenditure: 6222

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 15
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	23	16	39		6	0	0	0
K	23	35	58		7	0	0	0
1	29	40	69		8	0	0	0
2	32	41	73		9	0	0	0
3	32	38	70		10	0	0	0
4	41	28	69		11	0	0	0
5	21	47	68		12	0	0	0
Total in Applying School:								446

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
15 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2010	449
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 15

Number of non-English languages represented: 5

Specify non-English languages:

Arabic, Gujarat,; Hindi, Korean, Spanish

9. Percent of students eligible for free/reduced-priced meals: 18%

Total number of students who qualify: 79

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 25

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>3</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>1</u>
Total number	<u>46</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	91%	96%	98%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12AR4

As educators we come to the table with the same focus, to lift up students to be the best they can be. This is evidenced in our many strengths and accomplishments.

Forest Park Elementary strengths include a dedicated faculty committed to life long learning such as continuing education and National Board certification. The faculty extends beyond the state required professional development of 60 hours per year, the average acquired is 90 hours. The faculty applies the knowledge and training learned in their classrooms. Teachers willingly share with colleagues in and outside the school community. The PTA is a strong advocate for the school community comprised of students, faculty/staff, administration, parents, neighbors, and businesses near the school facility. Examples of the PTA's commitment are displayed through their efforts to raise funds that have supplied the school with resources that strengthen the curriculum: 1.) Thirty (30) Mac computers with hub station for the integration of technology; 2.) A salaried part-time Spanish teacher so that every student has the opportunity to learn a foreign language; and 3.) Purchased wireless access and upgrade to media retrieval system for students' daily access.

Student academic achievement ranked by the Arkansas Department of Education afforded our school a monetary reward which was used to purchase classroom library sets of books and 14 piano keyboards to enrich the music curriculum. Forest Park was voted by the public "Best of the Best Public Elementary Schools" and was recognized by the Arkansas Democrat Gazette. The PTA won two state Health and Wellness awards. The first award was earned through the efforts of the PTA's support to hold a Flu-mist Clinic within the school setting. Forest Park set a precedent for the Little Rock School District to do the same for all students. The second award was presented as a result of the funded Arkansas Highway Transportation Commission, "Safe Routes to School Grant". The Federal appropriated funds were awarded by the state of Arkansas to provide curbs, sidewalks, and signage for the purposes of promoting school safety and to encourage healthy lifestyles by walking and biking to and from school. Forest Park has been recognized by the Little Rock School District for the past 15 years as having the highest yearly volunteer hours with an average of 90 hours per student and having 100% PTA membership. We are Partners in Education with Goldman Recycling and the City of Little Rock to recycle paper products.

The strengths in leadership has resulted in the following accomplishments of the principal: She has been recognized by the Arkansas Association of Elementary School Principals as a Finalist Arkansas; Volunteers In Public Schools, Little Rock School District Administrator Award; Little Rock PTA council Administrator of the Year Award; Partner. A classroom teacher and 2 specialists have won state recognition for their distinguished professional expertise in the field of teaching: Literacy Coach was been the only recipient as a state finalist teacher of the year under the category of gifted and talented teaching. She has been the recipient of two awards for curriculum written for gifted talented teachers and has received numerous grants for implementation of various educational projects.

The caliber and quality of the individuals who work diligently with the children every day have consistently shown student exemplary performance that has ranked us among the state's highest performing schools. Forest Park has ranked among high performing schools for the last 5 years. The above mentioned strengths, and accomplishments is what makes us worthy of Blue Ribbon status.

"The mission of the Forest Park community is to provide progressive and differentiated instruction in a nurturing environment that develops a life-long love of learning and prepares students for the future." The mission is lived out through traditions embedded in our Core Values: high academic achievement; open communication between teachers/parents/students, data driven decision making, continuous improvement, nurturing and positive environment have helped us overcome obstacles that are real in

nature. As a neighborhood school, our students come from a wide range of socio economic backgrounds. We exceed the challenge of serving the educational needs of students. The most significant obstacles Forest Park faces is the lack of fiscal support and facility upgrades. We receive minimal financial support through our local urban school district. Forty thousand dollars \$40,000.00 is district's budgeted amount for library books, materials, supplies, equipment, fees, postage, etc. used to serve a school population of 449 students. Our school will celebrate its' 100th anniversary next year. We are the most recognized school for high academic excellence in the Little Rock School District. As a neighborhood school, students come from a wide range of socio economic backgrounds, and we have succeeded in operating with the least amount of funds per student in our district.

1. Assessment Results:

A. The performance levels for standardized test for the Arkansas Comprehensive Testing Assessment and Accountability Program (ACTAAP) as mandated by the state of Arkansas are: Advanced; Proficient; Basic; and Below Basic for students in grades third, fourth, and fifth. The acceptable performance levels for students is proficient and above. The Forest Park administration and faculty have set for themselves the goal to achieve 100% for all students in all grades.

The students in first and second grades are assessed using the norm referenced test as determined and contracted annually by the state of Arkansas such as, the Stanford Achievement Test and the Iowa Test of Basic Skills. The students' performance levels are set by the state of Arkansas. The Little Rock School District aligns cut scores as part of the strategic plan to incrementally improve student performance established by the No Child Left Behind Act. Again, Forest Park administration and faculty choose to set high expectations and pursue the 100% goal in reading and math for all students.

B. The performance trend of the disaggregated data for the last 5 years reportedly evidences growth each year as shown in the data tables. Some years indicate significant growth. As academic performance attains higher levels into the upper eighty and ninety percents modest gains are shown or have stayed the same, such as: the third and fourth grades growing two; four; and three percent respectively from 2009-2010 to 2010 to 2011.

Reading scores for first and second grade students maintained proficient performance except year 2010 students grew significantly. The change in faculty teaching first and second grade could have been a factor in the scores decrease to increase over the two year period from 2009 to 2010 and 2010 to 2011.

Reading proficient and advanced levels showed the greatest gains from the 2006-2007 school year to the 2007-2008 school year across the grades: third grade grew 16%; fourth grade grew 12%; and fifth grade grew 16%. We believe that the primary grades efficient and expert teaching of literacy through phonics and guided reading groups for building vocabulary, reading fluency and comprehension prepared students for the intermediate literacy benchmarks. Another significant mile marker in literacy growth occurred when the fourth grade students grew 11% from 2008-2009 to 2009-2010. An impact for the fourth grade growth could connect to the teachers daily instruction through literacy circles and the encouragement to read more library books through a book club and at home leisure reading.

Math performance has shown growth relative to the already high scores in the eighty and ninety percentiles except for fifth grade students who made the largest increase, 11%, in scores from 2006-2007 to 2007-2008 and again in 2009-2010, with a 16% increase. In both years, instances there was a change teachers for fifth grade with an emphasis placed on math skills mastery.

2. Using Assessment Results:

Forest Park Elementary uses several formative assessments from which we analyze data to improve student and school performance. Teachers in grades first through fifth narrow their focus using the weekly individual student reading assessments that target vocabulary, comprehension, grammar usage/ mechanics, and sentence formation. Weekly assessments in math include number operations/computation, geometry, measurement, and algebraic patterns/equations. The results of these assessments give teachers the information to design and plan for the next lesson set. Formative assessments Student Online Achieve Report (SOAR) are given quarterly in both reading and math. The teacher and instructional coach team together through professional learning

communities weekly to reflect on the student learning and teachers' instruction in order to scaffold differentiated processes for students. Test data is reviewed after each quarterly assessment in literacy and math. Teachers and specialists access reading data from the Data Director and math data from The Learning Institute which are on line and provide district wide resources. The data is broken down by skill level for each classroom and by individual student skill progress. The Learning Institute has available for teacher access, research based lessons that can be used in the classroom for re-teaching and enrichment of skills that need additional attention. The district curriculum map also has available Target Teach research based lessons, for use, that target specific skills. The teacher uses resources from the map that are suggested for enrichment.

Teachers track student progress with the use of a portable data folder. This data folder was created by the principal and coach. Each folder has the class roster listed with skills that have been targeted on each of the assessments. After each assessment, the performance of each student is charted and for a quick visual, the skill is hi-lighted that shows only basic or below basic performance. Each has a hi-light of a different color which helps the teacher to know exactly which student and which skill needs additional attention. Sometimes these skills are re-taught in a small group setting or whole group, whichever is needed most.

3. Sharing Lessons Learned:

District level:

- As a graduate of the University of Little Rock's "Cyber Teacher" program, one of the GT specialists has shared his technology skills when called upon.
- Ideas for creating effective science fairs have been shared at the district level. He has also been selected to attend the Mickelson ExxonMobil Teachers Academy in New Orleans during the summer, 2012, and will share his new science knowledge with other teachers in the district next school year.
- The Literacy Coach presented at the district level, Step Up To Writing strategies that was adopted by the district. She also was a participant in the organization and writing of the Common Core Standards that has been adopted by the State of Arkansas and then meets with teachers in the school to help with understanding and the writing of lesson plans and the inclusion of resources that support those standards.
- Teachers who have received National Board Certification, are occasionally asked to mentor other teacher candidates across the district and school level.
- As a long term member of the Little Rock District Advisory Board one of our specialists participated in the restructuring and rewrite of the scope and sequence of the LRSD Gifted Programs.
- The Principal and Literacy Coach created a portable data folder that was shared with other principals in the district. The portable data folder was created because of inadequate wall space. The data folder tracks levels of students' academic progress on a regular basis for adequate teacher planning.

Professional organizations:

- Increasing diversity in the gifted programs is a concern in the district and each GT teacher has been asked to participate in discussions at the Arkansans for Gifted and Talented Education (AGATE) conference, district and school level.
- Having served successfully as the lead negotiator during professional negotiations between the Little Rock Education Association (AEA affiliate) and the school district, one of our GT teachers has shared successful negotiation strategies with other local associations and at the Arkansas Education Association conference.
- Curriculum Units, that have been developed by Gifted specialists are often presented at the Arkansans for Gifted and Talented Education (AGATE) convention. Some of these curriculum units that have been created and developed, following GT standards and guidelines as set forth by the state, have won awards. Such examples of Units shared include: Journeys West: Transcontinental Railroad; Journeys: Ancient Egypt; this particular unit was celebrated at the Arkansas Arts Center and the Main Branch of the Public Library with parents and other teachers. Mythical Creatures was another unit that was shared with parents and teachers at the public library.

4. Engaging Families and Communities:

The saying, “It takes a village,” rings true at Forest Park. Our academic achievement is built in part on a strong communication network among the principal, teachers, parents and community. Being informed helps everyone support our students in their endeavors.

Each month, the Principal distributes a monthly message via school web page and student paper handouts recognizing student achievements, focusing on a core value for student success and communicating school events/dates to our entire school community. She always includes her contact information and encourages parents to reach out to her with any questions or concerns.

Each week, all teachers and specialist distribute a newsletter through the school web page and a paper copy sent home informing parents and students about the weekly curriculum focus which includes the homework and assessment schedule for the week, in addition to providing any spelling and vocabulary words. The teachers include key dates for field trips, school activities, and important Little Rock School District calendar items such as conference dates and district assessment timelines. The teachers always include their contact information in these newsletters and encourage parents to contact them with any questions or concerns.

Through the efforts of the Parent Teacher Association (PTA) communication is directed to the entire school community of which we have 100% membership. (We have had 100% membership for the last 15 years.) Each week, our PTA sends a creative e-blast to our school community with information about academic and enrichment activities at Forest Park. Volunteer opportunities are included in the e-blast. The PTA also helps our community stay informed by maintaining a website.

Forest Park family and community volunteers promote academic success by serving in the following capacities such as: tutors, Junior Achievement leaders, accelerated reader awards, art/music class volunteers, chess club facilitators, book club/book fair supporters, and other academically enriched programming. PTA fundraising resources provide Spanish instruction, a mobile Mac lab available to all teachers and students, and a book drive which adds hundreds of books to our library.

1. Curriculum:

Forest Park Elementary has established growth in academic achievement as the school's top priority. To accelerate learning and achieve growth across all grade levels and among all students, the school implements Best Teaching Practices associated with research. We have exhibited steady growth in academic achievement, utilizing strategies that have been proven effective, and hold ourselves accountable for progress. This is accomplished by implementing curriculum maps with fidelity, utilizing student on-line achievement results from The Learning Institute and Data Director and anchor assessments on a weekly basis, implementing a focused daily writing program, providing tutorial programs for students, and through teachers collaborating regularly to plan student work.

A common thread among schools that have high levels of student achievement is a curriculum that is closely aligned and follows state standards. Our curriculum maps were developed by teachers to provide a framework for teaching the state standards and for providing resources that fill the gaps found in our textbooks. Greater consistency in the amount of time devoted to the various standards, infusion of common anchor assessments, and above all, greater ownership of and commitment to the maps are all key ingredients to improving student achievement. This is an on-going process, which began with a concentration on literacy and mathematics. New science maps have been developed for use in teaching science. All maps provide definitive information about the subject area that will aid teachers and other school personnel in guiding instruction and monitoring learning. These maps serve as our district curriculum.

The basal is taught using the Comprehensive Literacy Model reflecting best teaching practices based on research. Literacy Model components incorporate: small group guided reading/writing, where specific skills can be reinforced; shared reading and writing are two approaches in which the teacher interacts with students in a small group through discussion and modeling; independent reading and writing, where students apply strategies learned. Accelerated Reader is used to motivate all students to attain higher reading levels through an incentive program promoted school wide.

The importance of mathematics is emphasized across all curriculum areas. All teachers seize various opportunities to incorporate math into the daily routines. Classroom teachers, physical education, music, art, and even technology incorporate connections to mathematics. Math skills are reinforced in Physical Education through counting on and back with multiples, skip counting, identifying odd/even numbers, colors, patterns, and estimating time and length. Establishing patterns in rhythm, counting beats and reading musical notes all relate to math concepts taught in the classroom. Math is incorporated into art by identifying geometric shapes, linear and spatial relationships, symmetry, and angles. Math concepts are reinforced in Science and Social Studies. Measurement, estimation, exchange rates, and map skills are a few ways in which this connection is made. In technology lab the students create their own graphs, use virtual fraction tiles, plot coordinates, and review math facts.

Science and Social Studies leveled readers are incorporated into the basal reading series. Classrooms receive and study the Scholastic News regularly which helps enhance awareness of current events in both Science and Social Studies improving comprehension skills.

Celebrations related to Social Studies such as Constitution Day, Columbus Day, Veterans Day, Martin Luther King, Jr. Day, and Black History Month are studied school-wide. Special units are emphasized in the classrooms, researched in technology lab and student produced presentations are created, essay contests, art and musical presentations are woven together to enhance the learning experience. Various types of media and technology relating to the subjects or holidays are used to enrich student's

understanding. Trivia contest promoted via the morning video announcements and during lunch also help keep students engaged in learning.

District Science Kits are provided periodically throughout the year to further the enrichment of curriculum with multi-sensory experiences. Another way in which scientific learning is extended beyond the classroom is through an outdoor science garden. Student understanding of plant life cycle and decomposition of organic materials comes to life through scientific investigations. Students chart plant growth and consider the variables influencing the plant. They investigate organisms in the soil and their impact.

The student body is challenged annually through school-wide participation either by class or individually in the School District Science Fair with the opportunity to progress to the Regional level. Students are also encouraged to participate in National History Day.

The Art, Music, and physical education classes are provide to students at a minimum of 60 minutes weekly and often times integrated into the students' regular classroom curriculum. For instance Art is integrated into Social Studies, Reading, and Language Arts through the communication of students, extended family, and friends sending and receiving post cards from around the world. The post cards are attractively displayed on a 25 foot by 6 foot flat map of the world on a cafeteria wall which is a prominent location for viewing. The art teacher follows the state standards for teaching art and using it to facilitate the art form created by each student that represents the culture or country visited. Some art products have included pottery/sculpting, masks, and collages derived from research. The music teacher collaborates with the art teacher to integrate music and art with musical performances throughout the school year. Student performances involve multifaceted preparations with song, dance, instruments, visuals and art props. Performances include: Patriotic Assembly, Grandparents, Fall Festival, Christmas Musical, Black History Celebration, Spring Lemonade Performance for volunteer luncheon, and student Talent Show.

The physical fitness curriculum folds into the arts through developing physical skills and peer team building. Students follow a schema of physical exercises to prepare for the sport/ activity of soccer, tennis, basketball, bowling, lacrosse, and running to name a few. Students work together to earn the Presidential Fitness Award, participate in the Little Rockers Marathon, and compete in a student verses faculty Volley Ball Tournament at the end of the school year. Art, music, and physical education classes often times culminate learning experiences that command high levels of positive student engagement.

The collaborative efforts of faculty and staff to integrate cross curricular frameworks into daily learning in all subject areas help student academic retention and growth. Forest Park truly is a learning community.

2. Reading/English:

The Forest Park reading program's focus is to help students develop a complete understanding of language including the graph-phonetic, syntactic, semantic and pragmatic aspects of language by:

- providing reading opportunities in small guided reading groups, paired reading, and independent reading;
- reading instruction based on building vocabulary; reading fluency; story elements; sequencing; comprehension; making inferences; integrating expository; descriptive; narrative; and persuasive writing
- using high-quality and culturally-diverse literature;
- integrating literacy into all areas of the curriculum
- creating reading and writing opportunities for real purposes;
- emphasizing the love of books with engaging reading materials;
- facilitating students' interpretations of text and free expression in writing through daily journal entries;
- using and understanding the role of phonics, grammar, spelling, capitalization and punctuation in

meaningful contexts.

The reading program uses several strategies to encourage reading success.

Writing and Reading Assessment Profile is a screening tool to gather information about students' early literacy skills. Teachers use the results to plan instruction, form initial groups for small group instruction, and identify struggling students.

District developed Curriculum Maps provide teachers with a detailed scope and sequence that serve as a pacing guide. The guide provides a strong foundation of literacy strategies and skills for organizing lessons, linking frameworks, and assessment interims based on unit requirements by detailing actions that are used by the teacher for planning.

STAR assessment is a computer-based reading comprehension and vocabulary evaluation tool given each quarter to measure a student's reading ability. Students are given a range of reading levels to select books from that are neither too hard nor too easy to read for optimal reading growth.

Accelerated Reader (AR) program is a computer-based reading incentive program that encourages students to read. Students are assigned individual quarterly goals based on their reading level. Students read books and take computer-based AR comprehension quizzes. Students earn points based on the number of questions they answer correctly on the AR quiz. Students receive recognition on a bulletin board and prizes based on the percentage of their goals earned each quarter.

Scholastic Book Fairs are held during National Education Week to promote literacy and the love of reading. Activities including Reading Riddle-a-Day, Book Character Dress-up Day, Family Shopping Night, and Shop 'Til You Drop Days are conducted to encourage an excitement about reading.

Parents and students are invited to Family Literacy Nights to experience the current curriculum and discover ways to extend learning at home. Dinner is served, and workshops are facilitated by classroom teachers and specialist teachers.

3. Mathematics:

Mathematics instruction is embedded throughout the day in all academic subjects and specialty activities. Each day begins with calendar skills, patterns, place-value practice and measurement activities (including time). Many classes use "bell ringers", "do nows", or a "Problem of the Day" to initiate math thinking. Some classes use exit tickets, math journals for reflection, or lexicons containing definitions and examples to evaluate learning and thought processes.

We use a variety of methods to introduce, practice, and utilize math: discovery methods, workshop models, tiered problems (addressing differentiated learning), problem-solving, and hands-on practice. We are using the Common Core Practices. We facilitate situations where students can understand the meaning of a problem and look for entry points to its solution. We help them reason abstractly and quantitatively to decontextualize and contextualize problems. Instruction includes being flexible in using different properties of operations and objects. Students construct viable arguments and critique the reasoning of others. They must be able to prove and justify their conjectures and conclusions in different counterexamples. They use concrete objects, drawings, diagrams, and actions to justify their conclusions. Students communicate their reasoning to others and then appropriately respond to other's arguments.

Students create arrays, models, problems, mathematical representations, and equations to explore their thinking and communicate with others. They utilize available tools to be used in mathematics: paper, pencil, models, rulers, calculators, and computers. Students are asked to attend to precision by expressing the clear meaning of definitions and symbols used; and by being careful about specifying units of measure. They are also encouraged to label correctly and to calculate accurately and efficiently. We provide many opportunities for them to look for and make use of structure by discerning patterns or structure in problems. Upper elementary students look for and express regularity in repeated reasoning.

They notice if calculations are repeated and look for general methods and shortcuts. Each classroom provides for flexibility in using a variety of strategies that allow students to deviate from a known procedure to find a shortcut.

Cross-curricula activities include: reading charts, graphs, and maps; tallying data; measuring for art, science, and social studies projects; and writing music or counting beats using fractional parts of notes and musical notation (such as time signature/rests). Transitional and “wait” times are used for 5 to 10 minute mental math exercises such as skip-counting, plus/minus exercises, number sense questions, and math riddles.

We encourage students to think deeper and to make sense of math, empowering even our below-basic/basic students to achieve. We further enhance their math practice by providing small-group math instruction and after-school tutoring. As students achieve success in a comfortable, safe thinking environment, they build confidence and are willing to “risk” trying a new strategy or approach.

4. Additional Curriculum Area:

Forest Park is a great supporter of the arts. Students enjoy creating, acting, and performing. As educators we see this as an ideal opportunity to support and teach essential skills, provide enrichment and to create interest in our community and our world.

This year in visual art, students are traveling “Around the World” in 178 Days. Art classes are traveling from continent to continent exploring countries, life and art. Music is incorporated by singing a continent song at the beginning of each class. This reminds students of where they have traveled, where they are and where they will be going. Other songs from continents are introduced allowing students a feel for the culture.

While visiting each continent students always start by looking at a map or globe. Where is the content located and how do we get there? The land and characteristics specific to each continent are recognized and then students are ready to study the life forms that live in each area. Students cover a good bit of science as they look at animals and migration patterns for each area. Students also spend time drawing or sculpting animals. Shape and forms are studied, manipulated and used to create animals and other subject matter.

Specific artists are also studied. While looking at the artist from a specific area students also study parts of the areas’ culture that has influenced the artist’s work. While looking at many of the works of art students are exposed to dress and cultural traditions about many countries. Students also look at folk art from different regions. The dynamics of economics and natural resources are explored with many of these art forms.

Students use many different techniques and skills to create art representative of places visited in class. Several other teachers are adding to this experience. While in computer lab students are encouraged to look up information while on line to further their knowledge of countries and artists. The media specialist is also furthering the experience by mapping the places students are reading about.

A character figure, Forest Park, now travels with students who are going to interesting places throughout the school year. Writing is incorporated as he, Forest, sends and receives postcards from all over the world giving students first hand experience of places few have yet to see. These post cards are read and shared daily via our student produced morning television news show.

5. Instructional Methods:

Part of the mission of the Forest Park community is to provide progressive, differentiated instruction for all students. In all subject areas students are engaged with a rigorous, standards-based Core Curriculum that is appropriately paced and regularly assessed. Students have designated learning targets, and teachers provide grade level instruction built on “best practices.” When students have difficulty reaching their designated learning targets, the instructional staff supports these students with supplemental, tiered interventions.

Teachers coordinate with the Gifted and Talented Specialists to align content standards, student projects/presentations, and extra-curricular activities. GT students are required to produce projects that include research and project based learning. After-school chess clubs for grades 1-5 engage students in the mental elements and strategies of playing chess. Other district/international competitions include: Math Olympiads, Spelling Bee, Geography Bee, National History Day, and Math-letes. In Literacy, students use technology to produce Power point presentations in different content areas, various writing contests, and research projects.

Low-achieving math students are provided specific skill, small-group instruction by certified classroom teachers 2.5 hours a week. Supplemental support is provided guided by the student’s Academic Improvement Plan (AIP). Formative assessments measure student learning expectations and evaluate supplemental programs. Kindergarten-5th grade students use the math program Investigations to instruct students in math problem-solving and skill development to support individual needs. Movement and rhythm strategies in music classes support mastery of math facts. Daily use of the Everyday Counts Calendar Math program provides reinforcement of skills. Kindergarten through second grade students have access to a technology program called Compass Learning. All grade level teachers use SMARTBOARD technology to provide interactive lessons for small groups, tutoring, and whole group lessons based on students’ needs. Parent/community tutors are trained to use Rocket Math to help students in the mastery of basic facts. In Literacy, the web-based Accelerated Reader program is used to motivate and challenge students to read through leveled text based on their STAR reader zone of proximal development range and instructional reading level. Students set goals and earn points to support engagement in independent reading. Each classroom provides daily guided reading groups to target students for skill development and mastery. Guided writing is used to teach/reteach specific writing skills for mastery. Paraprofessionals and parents listen to children read and model reading for English Second Language (ESL) students and students who are not at the proficient level. All students are challenged at their academic level through the collaborative efforts of the Forest Park community.

6. Professional Development:

Increasing student achievement in all academic areas is at the heart of Forest Park’s school based professional development. Throughout the year we engage in both whole-school and content specific approaches to teaching and learning. We strive to provide relevant, research-based, and ACSIP-aligned development that will enhance teachers’ content and pedagogical knowledge. The various professional learning communities are at the heart of our program: we find that the most meaningful development, the kind that becomes a part of our teachers’ instructional day, is the result of these small cohorts’ discussion and reflection.

Examples of our whole-school, year long development include our use of weekly grade-level study groups. The literacy coach and principal facilitate these small group meetings using McREL’s 21 leadership responsibilities and 9 categories of classroom instructional strategies. Throughout the year, teachers use the Professional Planning that Works! planner for self-reflection and as a tool for group discussions. Another example is staff development meant to foster Step Up to Writing methods in 1st - 5th grade. With increased technology capabilities, such as Smart Board, Smart Response and Safari Montage, teachers routinely share their new found knowledge and expertise with each other. Gifted specialists regularly present differentiated instructional strategies to ensure that our curriculum remains

rigorous and that our large gifted population is constantly challenged by high-level questions and engaged in higher-order thinking.

We also provide more targeted training, such as modeling how to deliver effective lessons using Every Day Math Counts, as well as facilitating vertical alignment strategies in the math curriculum. Other examples include teachers' learning effective instructional grouping practices for literacy instruction, using backwards design for planning, and accessing The Learning Institute data and Data Director. We find that the more comfortable teachers are with these data tools, the better they become at crafting both class and student-specific remediation lessons. They are also able to set challenging, yet attainable, goals for increasing achievement.

Throughout the year, the LRSD provides development in such areas as parent engagement, Arkansas History, and technology. Beyond these requirements, the district's professional development program also includes on-going training to successfully implement the new Houghton Mifflin reading curriculum and align it with state standards.

7. School Leadership:

The Forest Park Elementary leadership philosophy is to empower all stake holders in the school community. Students, faculty, staff, principal and parents hold high performance expectations for themselves demonstrated through their daily interactions with one another. This philosophy is embodied by the principal's role of bringing people together in a state of collaboration to determine the direction and path for continued improvement in our ever changing culture. The principal's craft of cultivating positive communication encourages and supports the reciprocity of motivation, self-confidence, and inspiration within the school community as a whole.

The leadership aligns itself in the following organizational structure based on the Effective Schools research. Forest Park has a clear mission statement that was developed and written through a process by faculty members. The staff shares a commitment to instructional goals, priorities, assessment procedures, and accountability. We accept responsibility for students' learning that all students can attain mastery of the essential content embraced by the established policy of the common core standards. This is evident by the frequent monitoring of student academic progress by teachers, specialist, and principal. The results of the assessments are analyzed to improve individual student academic performance and the instructional program. The specialist, teachers, and principal prioritize and select the resources based on the needs of the students which are relevant to their use in the classroom or school environment. The rigorous teaching and learning is supported by the relationships in our school comprised of an atmosphere of order and purposeful learning. Based on students' academic improvement plan, specialist, teachers, paraprofessionals, and parents provide after school tutoring or during the school day. Our school community understands and supports the school's basic mission, and are given the opportunity to play an important role in helping the school to accomplish that mission..."provide progressive and differentiated instruction in a nurturing environment that develops a life-long love of learning and prepares students for the future."

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Arkansas Comprehensive Testing,
3 Assessment and Accountability Program

Edition/Publication Year: no
edition/2007,2008,2009,2010,2011

Publisher: Riverside Publishing/ Harcourt Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	93	93	92	90	92
Advanced	82	88	65	75	67
Number of students tested	68	67	69	69	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: We do not meet subgroup requirements.					

12AR4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Arkansas Comprehensive Testing,
Assessment, and Accountability Program

Edition/Publication Year: no edition, 2007,
2008, 2009, 2010, 2011

Publisher: Riverside Publishing/Harcourt Assessment Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	95	93	88	77	81
Advanced	63	70	55	51	57
Number of students tested	68	67	69	69	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					
We do not meet subgroups requirements.					

12AR4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Arkansas Comprehensive Testing,
Assessment and Accountability Program

Edition/Publication Year: no edition/ 2007,
2008, 2009, 2010, 2011

Publisher: Riverside Publishing/ Harcourt Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	98	96	89	88	86
Advanced	84	75	65	66	60
Number of students tested	71	73	73	68	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					
We do not meet subgroup requirements.					

12AR4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Arkansas Comprehensive Testing,
4 Assessment and Accountability Program

Edition/Publication Year: no edition/
2007,2008,2009,2010,2011

Publisher: Riverside Publishing/ Harcourt Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	95	91	80	88	76
Advanced	84	64	53	50	43
Number of students tested	71	73	73	68	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					
We do not meet subgroup requirements.					

12AR4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Arkansas Comprehensive Testing,
Assessment, Accountability Program

Edition/Publication Year: no edition/
2007,2008,2009,2010,2011

Publisher: Riverside Publishing/Harcourt Assessment,
Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	87	91	75	76	65
Advanced	67	56	52	38	36
Number of students tested	67	67	59	62	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					
We do not meet subgroup requirements.					

12AR4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Arkansas Comprehensive Testing,
5 Assessment, and Accountability

Edition/Publication Year: no edition/
2007,2008,2008,2009 2010,2011

Publisher: Riverside Publishing/Harcourt Assessment,
Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	93	90	88	85	69
Advanced	61	46	49	45	31
Number of students tested	67	67	59	62	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					
We do not meet subgroup requirements					

12AR4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	92	93	85	84	82
Advanced	77	73	61	60	56
Number of students tested	206	207	201	199	174
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6.					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
NOTES:					
We do not meet subgroup requirements.					

12AR4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	94	91	85	83	76
Advanced	69	60	52	48	45
Number of students tested	206	207	201	199	174
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6.					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
NOTES:					
We do not meet subgroups requirements.					

12AR4